DOCUMENT RESUME

ED 088 259 EC 061 376

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TITLE A Program of Behavioral Objectives for the Students.
INSTITUTION Pinellas County District School Board, Clearwater, Fla.
PUB DATE 73
NOTE 52p.; Prepared by the Department of Clinical Speech, Hearing, and Language Instruction

EDRS PRICE MF-$0.75 HC-$3.15
DESCRIPTORS Articulation (Speech); *Behavioral Objectives; Childhood; Early Childhood; *Exceptional Child Education; *Speech Handicapped; *Speech Therapy; Stuttering; *Teaching Guides; Voice Disorders

ABSTRACT

Provided is a program of behavioral objectives for use with speech handicapped preschool and elementary level children in the areas of articulation disorders, language disorders, stuttering, tongue thrust, and voice. Communication disorders are defined as substandard behaviors which interfere with the student's ability to perform acceptably for his age and ability level. Given is an accountability plan form for recording student status and testing results before and after remediation. Listed for the area of articulation are general and specific objectives (with quantitative criteria to be individually determined) for the speech mechanism, identification and discrimination of gross sounds, isolated sound level, syllable level, and sentence level as well as appropriate instructional materials and methods. The section on language disorders lists usual developmental milestones from 6 months through 6 years of age as well as behavioral objectives for improvement in auditory memory, social maturity, phonics, visual memory, and likenesses and differences. Stuttering therapy is seen to focus on objectives such as self evaluation by the stutterer. Offered for tongue thrust therapy in addition to the listing of objectives, materials, and methods is a booklet of tongue thrust exercises for home practice. Objectives to improve pitch, intensity, and voice quality are suggested for the area of voice therapy. Also included are a form for objective writing by clinicians and an evaluation form. (DB)

COMMUNICATION DISORDERS
STUDENT OBJECTIVES

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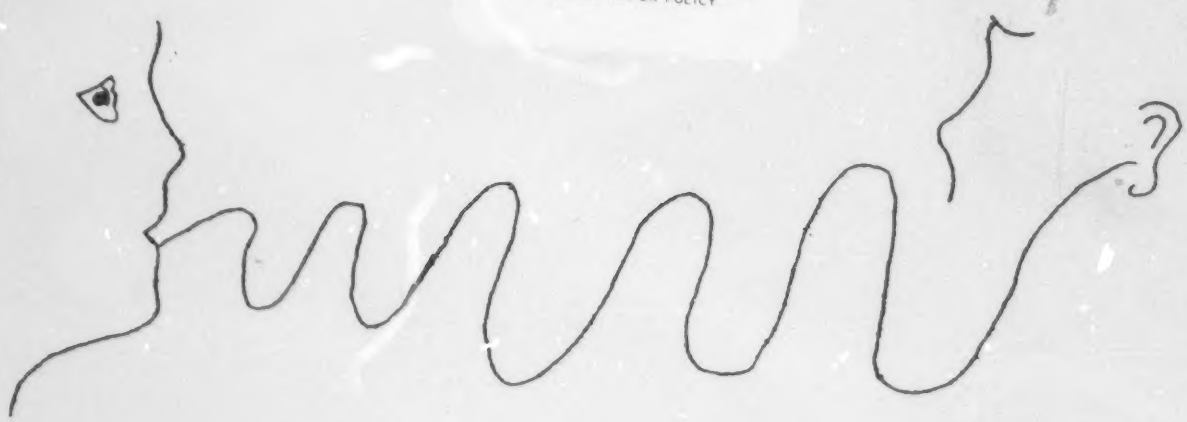

SPEECH, HEARING AND LANGUAGE INSTRUCTION
PINELLAS PUBLIC SCHOOLS
FLORIDA

ED 080237
EC061376

ED 088259

DEPARTMENT OF
CLINICAL SPEECH, HEARING AND LANGUAGE INSTRUCTION
PINELLAS COUNTY, FLORIDA

A PROGRAM
OF
BEHAVIORAL OBJECTIVES
FOR THE STUDENT

Subject Areas:

Articulation Disorders
Language Disorders
Stuttering
Tongue Thrust
Voice

Compiled by:

Thomas McDowell, Speech Clinician
Marilyn Sharbaugh, Supervisor
1972-73

INTRODUCTION

The rationale for this series of objectives is based on the diagnostic evaluation of students who have evidenced communication disorders. By disorder we mean a substandard behavior which interferes with the student's ability to perform acceptably according to an approved standard, commensurate with his age and learning ability in communication

These objectives are patterned samples of programming for each communication disorder under the program of speech, hearing, and language instruction for Pinellas County Public Schools. They do not represent the only way, but rather, a way to program for the behavioral change of various disorders. Any clinician may present other objective programs which may provide the same results for behavioral changes in communication for handicapped school children. However, we hope that other programs used will provide an organized approach toward desired behavioral change.

ACCOUNTABILITY PLAN

Department of Speech, Hearing and Language

STUDENT INFORMATION

Name_____ Date_____

School_____ Grade_____

Date of Birth_____ Clinician_____

.....

Check each category (as far as you go with the student)

_____ Referred, _____ not screened
_____ Screened _____ Accepted _____ Not Accepted
_____ Eligible for services

.....

Check current status

_____ Observation (active)
_____ Waiting
_____ Enrolled (active)
_____ Dismissed

.....

Rate by number as to Primary, Secondary, etc., problems: 1, 2, 3, 4, 5

_____ Articulation
_____ Fluency
_____ Voice
_____ Expressive Language
_____ Receptive Language

Other (specify)
____ _____
____ _____
____ _____
____ _____

.....

Check areas of involvement

_____ EMR
_____ Neurologically Impaired
_____ (Cerebral Palsy)
_____ Cleft Palate
_____ Emotionally Disturbed
_____ TMR
_____ Gifted

____ Hearing Impaired
____ a. Regular Classroom Instruction
____ b. Deaf Education Program
____ Learning Disabilities
____ Physically Handicapped
____ Visually Impaired

.....

Check One

_____ Mild
_____ Moderate
_____ Severe

_____ More than one problem-specify severity of problem_____
_____
_____

.....

Remedial Status

_____ Individual _____ Group _____ Classroom

.....

Parent Permission ___YES NO___ Parent Conference ___YES ___NO

PRE	POST	ARTICULATION - SCREENING
_____	_____	MacDonald Screening
_____	_____	Templin-Darley Screening
_____	_____	PAT
_____	_____	Predictive Screening Test of Articulation
_____	_____	Oral Reading
_____	_____	Conversation
_____	_____	Other_____
		_____
		_____
		ARTICULATION - DIAGNOSTIC
_____	_____	Goldman-Fristoe Test of Articulation
_____	_____	Fisher-Logemann Test of Articulation
_____	_____	MacDonald Deep Test of Articulation
_____	_____	Templin-Darley Test of Articulation
_____	_____	Other _____
_____	_____	_____
_____	_____	_____
		AUDITORY DISCRIMINATION - DIAGNOSTIC
_____	_____	Goldman-Fristoe-Woodcock Test of Auditory Discrimination
_____	_____	Wepman Auditory Discrimination Test
_____	_____	Other_____
_____	_____	_____
_____	_____	_____
		AUDITORY PERCEPTION - DIAGNOSTIC
_____	_____	Lindamood Auditory Conceptualization (LAC)
_____	_____	Other_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PRE	POST	LANGUAGE - DIAGNOSTIC
____	____	Houston Language Test
____	____	Peabody Picture Vocabulary Test (PPVT)
____	____	Englemann Concept Inventory
____	____	Northwestern Syntax Screening Test
____	____	ITPA
____	____	Other_____
____	____	_____
____	____	_____
		HEARING - SCREENING AND THRESHOLD
____	____	Beltone - Air Bone (see audiogram)
____	____	Other_____
____	____	_____
____	____	_____
		STUTTERING AND VOICE
____	____	Diagnostic Procedures and Evaluative Measures Johnson, Darley, Spriestersbach
____	____	Other_____
____	____	_____
____	____	_____
		ORAL - PERIPHERAL EXAMINATION - SEE FORM
____	____	Complete Case History Indicated
____	____	Referral - Child Study Center
____	____	Other_____
____	____	_____
____	____	_____
____	____	_____

ARTICULATION

The processes by which the student changes his articulation behavior in the use of his program are based on the VanRiper Therapy. It is suggested that the clinician who uses this approach refer to the chapter on "Articulation Disorders: Treatment", Speech Correction Principles and Methods, Charles VanRiper, Fourth Edition (or a more recent addition) Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965.

ACCOUNTABILITY PLAN - ARTICULATION

Terminal Behavior

The student will acquire the standard or approximated _____ sound in normal speaking situations with an accuracy level of _____% at the end of _____, _____ minute sessions as determined by the completion of the following specific objectives _____

_____.
(list by number and letter)

(It may not be necessary to carry out all specific objectives for all students. Feel free to rewrite or add objectives which you may desire to meet the needs of your students, individually. This is a suggested plan.)

SPECIFIC OBJECTIVES

DATE COMPLETED

I. SPEECH MECHANISM LEVEL

_____ a. The student will be able to identify _____/_____ speech helpers on an identification chart or picture.

_____ b. The student will be able to name _____/_____ speech helpers on an identification chart or picture.

_____ c. The student will be able to name _____/_____ speech helpers in all sound productions by practicing _____ exercises.

_____ d. _____

_____

_____

II. IDENTIFICATION AND DISCRIMINATION OF GROSS SOUNDS

_____ a. The student will be able to identify _____/_____ gross sounds from a tape, a record, sounds within the room, or other _____.

_____ b. The student will be able to discriminate _____/_____ gross sounds from a tape, a record, sounds within the room, or other _____.
(In some cases objectives will need to be written to increase attention, memory, or listening span of students.)

_____ c. _____

_____

_____

III. ISOLATED SOUND LEVEL (Auditory Training)

_____ a. The student will be able to recognize a standard _____sound_____/_____times from context in isolation.

_____ b. The student will be able to recognize the standard _____sound_____/_____times with_____

_____.

(method)

_____ c. The student will be able to identify the standard_____ sound from the incorrect sounds_____/_____ times with_____.

(compare and contract techniques)

_____ d. The student will be able to scan and compare his own speech utterances to acquire a clear concept of self-hearing_____/_____times using a tape of his speech.

_____ d. 1) The student will be able to recall his errors_____/ _____times after they have occurred.

_____ d. 2) The student will be able to perceive his errors_____/ _____times when they are occurring.

_____ d. 3) The student will be able to predict errors_____/ _____times before they occur.

_____ e. The student will be able to produce the standard_____ sound in isolation_____/_____times using_____.

(method)

_____ f. The student will be able to stabilize the standard_____ sound in isolation_____/_____times by

_____

(method listed)

_____ g. _____

_____

_____

_____

IV. SYLLABLE LEVEL

_____ a. The student will be able to produce the standard_____ sound_____/_____times in nonsense syllables.

_____ b. The student will be able to produce the standard_____ sound_____/_____times in nonsense words.

_____ c. The student will be able to stabilize the standard_____ sound_____/_____times in nonsense words or syllables.

_____ d. _____

_____

_____

V. WORD LEVEL

_____ a. The student will be able to produce the standard_____ sound_____/_____times in_____

_____

(method)

_____ b. The student will be able to stabilize the standard_____ sound_____/_____times in_____

_____

(method)

_____ c. _____

_____

_____

VI. SENTENCE LEVEL

_____ a. The student will be able to produce the standard_____ sound in_____/_____sentences.

_____ b. The student will be able to stabilize the standard_____ sound in_____/_____enlarged therapy situations.

EX.1) Scan, compare, correct;

2) all types of speaking;

3) emphasizing proprioceptive feedback;

4) negative practice; etc.

Other Objectives:

_____ c. _____

_____

_____ d. _____

_____

MATERIALS

____	Structured Games	____	Peel and Put
____	Language Master	____	Poems
____	Pictures	____	Puzzle
____	Crossword	____	Jingles
____	Elastic Bands	____	Visual Aids
____	Blackboard	____	Magnetic Letters
____	Go-Mo Cards	____	Honey
____	Tape Recorder	____	Walkie Talkie
____	Dittos	____	Number Board
____	Puppets	____	Stop Watch
____	Tongue Blades	____	Records and Record Player
____	Flannel Board	____	Dot to Dot
____	Speech Response	____	Flashlight
____	Mirror	____	Peg Board
____	Peabody Kit	____	Stories
____	Nursery Rhymes	____	Speech Notebook
____	Desk Aid	____	Buzzer
____	Word Making Cards	____	Other_____
____	Other_____	____	_____

METHODS

____	Analysis and Synthesis of Sounds in Words (Vocal Phonics)	____	Selecting
____	Speaking and Writing Simultaneously	____	Signaling
____	Phonetic Placement	____	Matching
____	Tongue Exercise	____	Home Assignments
____	Motor Exercises	____	Role Play
____	Imitation	____	Operant Conditioning
____	Progressive Approximation	____	Parental Training
____	Velum Exercise	____	Visual Drills and Exercises
____	Swallowing Exercise	____	Negative Speech Drills
____	Auditory Drills	____	Sentence Drill
____	Auditory Discrimination Drills	____	Manipulation
____	Auditory Stimulation	____	Phonemic Analysis
____	Auditory Recognition Drills	____	Mean Length Response
____	Syllable Drill	____	Perception Drills and Exercises
____	Free Expression	____	M.R.A.
____	Key Words	____	Word Drill
____	Other_____	____	Modification of Standard Sounds Already Mastered
		____	Other_____

LANGUAGE DISORDERS

Many students who enter Kindergarten and First Grade in Pinellas County may be regarded as language handicapped, both receptively and expressively. This is also true for students in other areas of Exceptional Child Education.

Our reference material for this program is based on the curriculum guide in the book Language and Learning Disorders for the Pre-Academic Child by Tina Bangs. This book is provided for each clinician's individual information library on language disorders, diagnosis and curriculum planning. Here again, is one way, not the way, to provide for behavioral changes in the language disordered student through an organized approach to learning. Many ideas and suggestions for implementation of treatment programs are found in this book; however, it is in no way all inclusive.

Creative planning and interest level must be conscientiously considered in implementation if these objectives are to be used with the other children.

REFERENCE:

Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide, Tine E. Bangs, Appleton-Century-Crofts, New York

CHILD GROWTH AND DEVELOPMENT DATA

6 Months to 1 Year

Copies gestures as waving, nodding head, etc.

Will locate source of sound, e.g., bell rung out of his sight.

Vocalizes to toys and to his image in the mirror, reaches to pat mirror image.

Responds by raising his arms when mother reaches toward child and says, "Come up."

Moves toward or looks at family member when named, e.g., "Where is Daddy?"

Says "Mama" or "Dada" during babbling, but not in relation to parents.

Recognizes some words.

Begins to put things in mouth.

Begins to respond to strangers, e.g., crying, staring.

Can sit unsupported.

Weight: boys, 17-25 lbs. girls, 16-23.5 lbs.

Height: boys, 26-31 in. girls, 25-30.5 in.

Sleeps about 15 hours per 24 hour period.

Average bedtime is 7:00 p.m.

Generally has three to six deciduous teeth.

Vocabulary of 0-3 words.

CHILD GROWTH AND DEVELOPMENT DATA
1 Year to 18 Months

Imitates words.

Suits actions to words.

Gives toy on request accompanied by gesture

Accompanies verbal response with gesture, e.g., babbles while pointing.

Uses jargon or inflected flow of connected sounds that seem like sentences.

Says "Ta-Ta" or equivalent for "Thank you."

Distinguishes between "You" and "Me."

Cannot be reached by verbal discipline. Words mean too little.

Mean length of verbal response is 1.2 words.

Vocabulary of 3 to 22 rods.

Can stand alone.

Walks alone.

Throws a ball.

Can build a twoer of two blocks.

Uses a spoon, but much spilling. May turn upside down before entering mouth.

Pats pictures in book.

Scribbles in imitation.

Uses push-pull toys.

Can open a closed door.

Climbs up on chairs to reach.

Removes socks and shoes.

Weight: boys, 21-29 lbs. girls, 19271bs. Height: boys 29-34 in. girls 29-33 in.

Sleeps 13.5 hours per day.

Has six to 13 deciduous teeth.

Bedtime around 7:24 p.m.

Repeats performance when laughed at.

Indicates wet pants.

Performs useful errands, such as bringing named objects.

Resistant to changes in routine.

Sudden changes are disliked. Avoids them by lying down.

May pretend to read the paper.

CHILD GROWTH AND DEVELOPMENT DATA
18 Months to 2 Years

Begins to claim "mine."

Points to pictures of a car, dog, clock.

Points to his nose, eye, hair.

Waves "bye-bye" as sense of termination.

Says "Eat" and "No" meaningfully.

Carries out two directions with ball.

Combines two or three words expressing two or three different ideas.

Understands simple questions.

Mean lengh of response is 1.8 words.

Vocabulary of 22 to 272 words.

Identifies one body part.

Places three cubes one on another.

Climbs stairs, without help at two years.

Gets about house and yard.

Eats with spoon from bowl and not too messy.

Removes wrappers from candy.

Has stiff, propulsive gait when hurrying.

Pulls wheeled toys.

Can throw ball.

Scribbles but marks go off the page.

Does more imitating as smoking, reading.

Parallel play.

Chooses between suitable and unfit food.

Weight: boys, 24-32 lbs. girls, 22-30 lbs.

Height: boys 32-36 in. girls, 31-35.5 in.

Sleeps 13.5 hours

Bedtime by 7:48 p.m.

Has 13 to 17 deciduous teeth.

CHILD GROWTH AND DEVELOPMENT DATA

2 Years to 3 Years

Likes simple sound patterns as Mother Goose.

Likes stories about himself.

Can formulate a negative judgment. A is not B. A fork is not a spoon.

Loves to match words with objects.

Recognizes self in mirror. May say "See the baby." or "It's me."

Jargon begins to drop out being replaced by nouns and verbs.

Repeats words compulsively.

Gives full name.

Names a number of pictures.

Says "Peter slide" rather than "Me slide."

Carries out four directions with a ball.

Uses pronouns I, me, you, but not always correctly.

Talks about immediate experiences.

Beginning difficulty with syntax.

Uses "a" before many responses.

Understands "Just one block.

Can repeat two digits.

Gives full name on request.

Shortens or telescopes words or phrases.

Tendency to add sounds or syllables.

Common expression, "I did."

Mean length of responses is 1.8 to 3.4 words.

Helps dress and undress self.

Builds tower of six or seven blocks.

One or more answers are expected to the question, "What do we do with it?"

Personal identity is just beginning to emerge.

Scribbles are confined to page.

Uses blunt end scissors.

Uses fork and eats solid food.

Can get own drink.

Can dry own hands.

Can walk up to a ball and kick it.

Can go up three steps alternating feet.

Can go down long flight of steps. May mark times at each tread.

Rough and tumble play.

Turns pages of a book one by one.

Strings beads with a needle.

Can often hold glass with one hand.
Places three cubes in a row for a train.
Pushes chair to place as he needs it.
Solitary or parallel play.
Shows symptoms of pity, shame, modesty, etc.
Dramatizes mother and baby, using dolls.
Avoids simple hazards; rain, fire, broken glass.
Looks for missing toys.
Weight: boys, 26-37 lbs. girls, 25-36 lbs.
Height: boys, 33.5 to 39.5 in. girls, 33-39 in.
Sleeps 12.75 hours.
Bedtime around 7:52 p.m.
3.3% of children begin to bite finger nails at age three.
Two-year old usually repeats a sentence of from three to four syllables.
Vocabulary of 272-896 words.

Language Skills - B - Pre K - K - R

I. Comprehension of Oral Language

A. Recognition of Objects

1. By name
2. By function

B. Recognition of Pictures

1. By name
2. By function

C. Categorizing

D. Number Concepts

E. Spatial and Temporal Orientation

F. Serial Directions

II. Expression of Oral Language

A. Naming and Defining

1. Naming
2. Defining
3. Action Agent

B. Categorizing

C. Number Concepts

D. Spatial and Temporal Relationships

E. Sentence Building

1. Story telling
2. Syntax

Demanding complete sentences at all times stifles the child's spontaneity. In certain activities, however, building correct sentences is part of the training program.

BEGINNING LEVEL

Child Growth and Development Data:
3 to 4 years

Readiness to conform to the spoken word is an outstanding feature of a three year old.

He/she is learning how to listen and learns from listening.

Responsive to in, on, and under.

Often asks questions to which he knows answers.

Can give two objects on request.

On request he tells his sex.

Repeats a sentence composed of 6-7 syllables.

Knows a few rhymes or songs.

Mean length of responses is 4.1 to 5.4 words.

Pours from a pitcher.

Runs easily and smoothly.

Draws undifferentiated forms and will name them.

Walks down steps one at a time.

Can copy a bridge with three blocks.

Can unlace shoes, take pants off.

Can copy a circle and a cross.

Dramatizes delivery boy, doctor, etc.

He will sacrifice immediate satisfaction on a promise of later privilege.

Will place milk bottles outside, run errands.

Occasional outbursts are usually brief.

Demonstrates fears, as of rubber boots, mechanical toy. Has some night terrors.

Solitary and parallel play.

Usually obedient. Gets over tantrums more quickly.

Takes part in group activities as tea party, drop the handkerchief.

Performs for others when requested.

Will feed pets, dust, etc.

Three year old more like four than a two year old.

Will sit at the table in a test situation.

Begins to wait his turn and will share toys.

Weight: boys, 29-42 lbs. - girls, 29-41 lbs.

Height: boys, 36.5-42 in. - girls, 36-42 in.

Sleeps 12.25 hours

Bedtime around 7:53 P.M.

Up to 20% of this age group bite finger nails.

Vocabulary of 896-1540 words.

ACCOUNTABILITY PLAN-LANGUAGE DISORDERS
(Ages 3-4)

Beginning Level
(Avenues of Learning)

I. MEMORY: SHORT TERM

A. AUDITORY

DATE COMPLETED

_____ 1. The student will be able to remember (at least 2)_____ auditory signals or commands not necessarily in sequence _____/_____times.

_____ 2. The student will be able to remember (at least 2)_____ auditory commands in sequence_____/_____ times.

B. VISUAL

_____ 1. The student will be able to remember (at least 2)_____ visual events not necessarily in sequence._____/ _____times.

_____ 2. The student will be able to remember (at least 2)_____ visual events in sequence._____/_____ times

C. VISUAL-MOTOR

_____ 1. The student will be able to remember (at least 2)_____ motor acts in sequence when oral language is not involved, _____/_____times.

II. VISUAL-PERCEPTUAL-MOTOR

_____ A. The student will be able to perceive a visual image and reproduce it, _____/_____times.

III. SOCIAL MATURITY

Suggestions to form objectives after child has been observed individually:

A. Use simple, uncluttered pictures to help the child attend to appropriate stimulus.

B. If child has difficulty using the total surface of his desk to build a design, give him a colored sheet of paper on which to concentrate the design.

C. Seating and desk (table) arrangments may be changed about once a month to teach the child to attend from various positions in the room.

D. Observe

1. self-care in bathroom;
2. removing and putting on coats;
3. putting away his own materials after an activity.

E. Children must be told many times in positive terms to:
   a. Be quiet in halls.
   b. Eat own refreshments.
   c. Put hands down when shoving or hitting.

F. Be able as a teacher to change routine and rules-at times. (Vary class procedures)

G. Change room decor often-plants, and other objects, as well. Changes make good objects of conversation and discussion. (Since there are no behavioral objectives at this level the objective is to teach; observe; teach; observe; etc. Check lists might be developed here.)

BEGINNING LEVEL
(Pre-Academic Subjects)

DATE COMPLETED

I. LIKENESSES AND DIFFERENCES

_____ A. The student will be able to learn to match many things, proceeding from the simple to the complex, testing each degree of learning _____/_____ times.

   a. object to object (same object)
   b. picture to picture (same picture)
   c. object to object (different)
   d. picture to picture (different)
   e. object to picture

II. PHONICS TRAINING

A. Incidental learning should take place as you read stories to children where animals, machines, people etc. make noises like, "Sounds the letters make." In groups, you ask the children if they can, for example: make the "Sammy Snake Sound"- S S S S; tapes and records can be used. (Check student progress with check list of sounds.)

III. WRITING
Readiness is limited to drawing crude forms.

IV. NUMBERS

_____ A. The student will be able to rote count to five, tested _____/_____ times.

_____ B. The student will be able to understand number concepts through two tested _____/_____ times.

_____ C. _____

_____

_____

_____ D. _____

_____

_____

PRE-KINDERGARTEN LEVEL

Child Growth and Development Data:
4-5- Years

Loves to hear stories, reacts bodily.
Questioning is at a peak but not always interested in answers.
Counts three objects, pointing to each in turn.
Common expression, "I don't know."
Names one color.
Counts to four.
Mean length of response is - 5.4-5.7 words.
Can skip somewhat, but not hop.
Brushes teeth.
Dresses self but cannot tie.
Washes and dries face.
Alternates feet up and down steps.
Usually will go in examining room without mother.
Likes to choose own menu.
Cooperative play begins.
Fear of dark and such things as roosters, cotton, etc.
Sometimes fabricates. May not know truth from fable.
Plays tag, hide-and-seek, marbles, etc.
Weight: boys, 38.2 to 43.2 lbs. - girls, 37.3 to 42 lbs.
Height: boys, 40.9 to 43.9 ins. - girls, 40.9 to 43.6 ins.
Sleep 11.75 hours.
Bedtime around 7:55 P.M.
Up to 27% males and 20% females bite finger nails.

ACCOUNTABILITY PLAN-LANGUAGE DISORDERS
(Ages 4-5)

Pre-Kindergarten Level
(Avenues of Learning)

I. MEMORY: SHORT TERM

A. AUDITORY

DATE COMPLETED

_____ 1. The student will be able to remember (at least three) _____ auditory signals or commands, not necessarily in sequence, _____/_____ times.

_____ 2. The student will be able to repeat _____ short sentences, _____/_____ times.

_____ 3. The student will be able to remember (at least three) _____ items in sequence, _____/_____ times.

B. VISUAL

_____ 1. The student will be able to remember (at least three) _____ visual events not necessarily in sequence, _____/_____ times.

_____ 2. The student will be able to remember (at least three) _____ visual events in sequence _____/_____ times.

C. VISUAL-MOTOR

_____ 1. The student will be able to remember (at least three) _____ motor acts in sequence when oral language is not involved, _____/_____ times.

II. VISUAL-PERCEPTUAL-MOTOR

_____ A. The student will be able to perceive (at least one) _____ visual image and reproduce it, _____/_____ times.

III. SOCIAL MATURITY

_____ A. The student will be able to participate in work habits that are essential to learning in a group situation, _____/_____ times.

_____ B. The student will be able to develop independence in _____ self-help skills, _____/_____ times.

_____ C. The student will be able to participate appropriately in _____ situational behaviors, _____/_____ times.

PRE-KINDERGARTEN LEVEL
(Pre-Academic Subjects)

DATE COMPLETED

I. LIKENESSES AND DIFFERENCES

_____ A. The student will be able to find one like _____(this) and one that is different from _____(this) in group work, _____/_____ times.

_____ B. The student will be able to find _____ likenesses and _____ differences _____/_____ times, individually.

II. PHONICS TRAINING

_____ A. The student will be able to match _____ pictures or objects with same sound, _____/_____ times.

_____ B. The student will be able to find _____ pictures which begin with the same sound, _____/_____ times.

III. WRITING READINESS

_____ A. The student will be able to draw _____ simple pictures on the blackboard or on large pieces of paper, _____/_____ times.

IV. NUMBERS

_____ A. The student will be able to rote-count to ten, tested _____/_____ times.

_____ B. The student will be able to learn number concepts one through three, tested _____/_____ times.

_____ C. _____

_____

_____

_____ D. _____

_____

_____

_____ E. _____

_____

_____

KINDERGARTEN LEVEL

Child Growth and Development Data:
5-6 Years

Can carry a tune.
Can tell his age.
Can give names of penny, nickel and dime.
Can identify and name four colors.
Counts ten objects pointing to each in turn.
Fairy tales confuse him.
Gives a descriptive comment while naming the objects in a composite picture.
Mean length of response is 5.7 to 6.6 words.
Can fold a triangle.
Learns to point to simple words as his own name.
Can skip smoothly and jump well.
Can comb hair, brush teeth, etc., well.
Shows interest and competence in dish washing.
When drawing he makes each stroke meaningful.
Distinguishes left from right hand in self, not others.
Tricycle is a favorite outside toy.
Balances on tiptoe.
Plays table games as dominoes, tiddywinks, etc.
Can make purchases.
Likes to complete what he starts.
Dependable and obedient in household.
Protects younger playmates.
Plays with 2-5 in a group, also with imaginary playmates.
Likes to play dress-up.
Social conformability.
Can put toys away in an orderly manner.
Likes to dramatize everyday functions: business, kitchen, transportation, etc.
Talkative during meals.
Realizes that peers cheat in play so he may have mild deceptions and fabrications.
Weight: boys, 43.2 to 47.6 lbs. - girls 42 to 46.4 lbs.
Height: boys, 43.9 to 46.1 ins. - girls, 43.6 to 45.8 ins.
Sleeps 11.25 hours.
Bedtime around 7:59 P.M.
29% males and 31% females bite finger nails.
At six years draws twice as many details as five years.
Draws simple but easily recognizable forms.

ACCOUNTABILITY PLAN-LANGUAGE DISORDERS
(Ages 5-6)

Kindergarten Level
(Avenues of Learning)

I. MEMORY

DATE COMPLETED

A. AUDITORY

_____ 1. The student will be able to remember (at least four) _____auditory signals or commands in sequence, _____/_____times.

B. VISUAL

_____ 1. The student will be able to remember (at least four) _____visual events not necessarily in sequence, _____/_____times.

_____ 2. The student will be able to remember (at least four) _____visual events in sequence,_____/ _____times.

C. VISUAL-MOTOR

_____ 1. The student will be able to remember_____motor acts in sequence when oral language is not involved_____/ _____times.

II. VISUAL-PERCEPTUAL-MOTOR

_____ A. The student will be able to perceive a visual image and reproduce it,_____/_____times.

III. SOCIAL MATURITY

_____ A. The student will be able to participate in good work habits and acceptable behaviors in the classroom,_____/_____ times.

KINDERGARTEN LEVEL
(Pre-Academic Subjects)

I. LIKENESSES AND DIFFERENCES

_____ A. The student will be able to categorize things that are alike and things that are different_____/_____ times.

1. Suggestions for individual work:

   Activities may be stenciled on unlined paper. Present only one row the first week and add rows during the subsequent weeks. Activities, thus, involve left to right and top to botton progression. Some children may need to cover rows not being worked on until they become adept at moving from top to bottom.

2. Suggestions for group work:

   As a group, children should participate in activities at the blackboard, flannelboard, or with charts.

II. PHONICS

_____ A. The student will participate in_____lessons developing basic skills in reading and spelling, (Group work is recommended until the latter part of the school year.) _____/_____times.

Recommended References:

"The Child Speaks" by Margaret C. Byrne
Harper and Row
New York, 1965
"Language Motivating Experiences for Young Children"
Rose C. Engel
DFA Publishers
6518 Densmore Avenue
Van Nuys, California 91406

III. WRITING

_____ A. The student will participate in_____activities which include writing in combination with phonics activities, _____/_____times.

Suggestions:
1. Teaching time concepts and numbers on the clock.
2. Children can trace numbers and letters, large and in colors, on large pieces of paper.
3. At the blackboard children are taught the meaning of go down, across, to the right, etc.

IV. NUMBERS

_____ A. The student will be able to rote count from 1 to 30, tested _____/_____times.

_____ B. The student will be able to learn number concepts one through ten, tested_____/_____times.

_____ C. The student will be able to learn the concept of one-half, tested_____/_____times.

_____ D. _____

_____

_____

_____ E. _____

_____

READINESS LEVEL (R)

Child Growth and Development Data:

To The Humble First Grade Teacher:

1. Your child should be prepared and eager for school to begin. He should not fear or dread this new phase of life. He should understand that he is to be away from home and parents for several hours during the day.
2. He should come to school knowing that his teacher and others who work with him will love him and help him at all times.
3. He should know how to keep up with his personal belongings such as money, pencils, coats, caps, shoes, socks, and so on.
4. Be able to speak words plainly with no baby talk.
5. Be cooperative and eager to learn to read.
6. He should have already learned to listen to directions and to follow instructions.
7. Should have had some experience with handwork such as cutting with scissors, using paste, and coloring.
8. He should continue to get plenty of rest and sleep at night.
9. He should eat a nourishing breakfast if he is to do his best school work each day.
10. Should have a complete physical check-up by a physician before September.
11. He should be able to tie his shoes and dress himself.
12. He should be able to use the bathroom properly.
13. Should be careful and practice safety habits.
14. Should be able to make up simple stories about pictures and tell stories to others.
15. Know his age and the month of his birth.
16. Should know his complete name and be able to print his first name.
17. Be able to count 10 to 20 objects without help from others.
18. Know enough about money to recognize a penny, a nickel, a dime, and a quarter.
19. Have the ability to complete a simple task suitable to age.
20. Be able to take part in a group discussion and wait his turn to talk.
21. Generally is polite and courteous to adults and other children.
22. Should have many books of simple stories and pictures. Parents or other adults should read some stories to him every day.

READINESS LEVEL - (R)
Child Growth and Development Data

Minimum Standards of Achievement for First Grade:

I. Reading - Upon completion of the first grade, a child's progress in reading should be considered satisfactory if the child:

a. Mastered the basic vocabulary in context of the first grade reading program at preprimer level.

b. Reads by phrases rather than words.

c. Has word attack skills.

d. Has acquired skills through listening.

e. Has acquired skills through reading.

f. Has good reading habits.

g. Handles seat work or workbook independently.

h. Has read assigned supplementary readers.

II. Arithmetic - Satisfactory progress for a child completing first grade should be judged on the child's ability to:

a. Read and write numbers by 1's, 2's, 5's, and 10's to a hundred.

b. Have an understanding of the meaning of two-place numbers and to read and write the two-place number.

c. Learn ordinals first through tenth.

d. Tell time to the even hour.

e. Know addition and subtraction facts.

f. Understand the value of money and to count money up to one dollar.

g. Have some knowledge of measurements such as: day, week, month, yard, foot, ruler, clocks, calendar, etc.

h. Be able to make own oral problem using concrete materials to show meaning.

III. Spelling - To be progressing satisfactorily in the area of spelling the child should be able to:

a. Spell all the words on the basic list.

b. Write simple sentences from dictation.

c. Make new words by substituting consonants on known words.

d. Spell his first and last name.

e. Add simple endings to known words.

These represent the primary achievement goals for the first grade student at the end of his first year of academic training. Proper and accurate appraisals of speech and language will help to identify children in trouble at this level. The relevance of inadequate speech and language development at this level should be carefully examined in the light of these first grade expectations.

ACCOUNTABILITY PLAN-LANGUAGE DISORDERS
(Ages 6-up)

Readiness Level (R)
(Avenues of Learning)

I. MEMORY: SHORT TERM

DATE COMPLETED

A. AUDITORY

_____ 1. The student will be able to follow (at least five)_____ directions_____/_____times.

_____ 2. The student will be able to remember (at least three)_____ sound effects_____/_____times.

_____ 3. The student will be able to listen carefully for story content_____/_____times.

_____ 4. The student will be able to retell a story_____/_____times.

_____ 5. The student will be able to follow in sequence (at least four) directions_____/_____times.

_____ 6. The student will be able to relate an experience_____/_____times. (Sequential or chronological order are important.)

B. VISUAL

_____ 1. The student will be able to remember eight objects or pictures previously seen, without stressing sequence, _____/_____times.

_____ 2. The student will be able to recognize the missing part of a series of pictures,_____/_____times,

_____ 3. The student will be able to recall the missing printed word, _____/_____times.

_____ 4. The student will be able to remember and relate a full length story with four objects or pictures in sequence _____/_____times.

_____ 5. The student will be able to supply the missing number or letter that has appeared in series_____/_____times.

C. VISUAL-MOTOR

_____ A. The student will be able to copy_____patterns from memory_____/_____times.

II. VISUAL-PERCEPTUAL-MOTOR

_____ A. The student will be able to perceive a visual image and reproduce it_____/_____times.

III. SOCIAL MATURITY

_____ A. The student will be able to gain more independence in self-help skills_____/_____times.

_____ B. The student will be able to cooperate with adults in both work and play activities_____/_____times.

READINESS LEVEL (R)
(Pre-Academic Subjects)

Readiness for academic work in the areas of reading, writing, speaking, and arithmetic are strongly emphasized on this level.

I. LIKENESSES AND DIFFERENCES

_____ A. The student will be able to select from four pictures the one that is different,_____/_____times.

_____ B. The student will be able to match a letter (or number) given to him on a card with the same letter presented in a series of four letters,_____/_____times.

EX. f - deft
2 - 1 2 3 4

_____ C. The student will be able to match a word presented to him on a card with the same word presented in a series of two or three_____/_____times.

Activities can be carried out in groups using charts, blackboard and flannelboard.

II. PHONICS TRAINING

_____ A. The student will be able to learn sounds the letters make in the initial position of words (ex. b___as in boy), tested_____/_____times for each sound.

_____ B. The student will be able to learn sounds the letters make in the middle of words (ex.___b___), tested_____/_____times.

_____ C. The student will be able to learn sounds the letters make at the end of words (Ex._____b), tested_____/_____ times.

Suggested Materials:

"The Mike and Cindy Stories"
Boland and Jones
Central College Press, 1965

"Listening for Speech Sounds"
Zelder, New York
Harper and Brothers
1965

"Let's Play Hide and Seek"
Fitzsimons, Expression Company
1963
Magnolia, Massachusett

"Hear, See, and Tell Stories"
Perritt, Colonia Press
1964
Northport, Alabama

_____ D. The student will be able to write each phoneme, tested _____/_____times.

When all phonemes have been learned:

_____ E. The student will be introduced to rhyming words, tested with the various phonemes at the end of words_____/ _____times.

Ex. cap map lap

The importance of this objective carries advanced training of likeness and difference in that with the example - cap, map, lap - ap in each is alike - c-m-l are different. Any of these objectives can be worked out individually or in groups.

III. WRITING

The objective for writing goes with phonics training at this level. To promote strengthening of muscles, spatial orientation and ability to utilize a step-by-step approach to pencil and paper tasks:

_____ A. The student will be able to complete "draw like mine" activities,_____/_____times.

Activities from the Frostig Program have been used successfully at this level.

Frostig and Horne
"The Frostig Program for the Development of Visual Perception"
Teacher's Guide, Chicago
Follett Publishing Company
1964
"Frostig, "Perceptual and Motor Skills"
Monograph Supplement Perceptual and Motor Skills
Vol. 19 (October, 1964) p. 463

IV. NUMBERS

_____ A. The student will be able to learn number concepts through ten, tested_____/_____times.

_____ B. The student will be able to learn to count by 2's, 5's, 10's and by 1's to 100; tested_____/_____times.

_____ C. The student will be able to learn the value of all coins, tested_____/_____times.

Other Objectives:

_____ D. _____

_____

_____

_____ E. _____

_____

_____

_____ F. _____

_____

_____

STUTTERING

This program is based on Stuttering Therapy: A Guide for the Speech Clinician, Bessie Chenault Simpson, The Interstate Printer's and Publishers, Inc., Davnille, Illincis 61832, 1966. Here again is a method presented in an organized systematic approach which appears to be a realistic approach for a public school program. It is not the only way. Each clinician is provided this guide for the program.

In addition to this we are providing each of our clinicians in the secondary program A Manual for Suttering Therapy, Goven and Vette, Stanwix House, Inc., Pittsburgh, Penna., 1966. This manual has methods of therapy written for the secondary student.

The pamphlets on stuttering from the Speech Foundation of America are also available from our library.

STUTTERING THERAPY - ACCOUNTABILITY PLAN

This program in Stuttering Therapy is to be used in conjunction with

STUTTERING THERAPY: A GUIDE FOR THE SPEECH CLINICIAN
by Bessie Chenault Simpson

The Interstate Printers and Publishers, Inc.
Danville, Illinois 61832

The Speech Clinician must focus attention on a plan with a three-fold objective:

1. self-evaluation by the stutterer,
2. consideration of the environment of the child to be helped, and
3. what therapies may be beneficial to improve the speech of each stutterer.

Behavioral Objectives in Treatment of Stuttering

DATE ACHIEVED

_____ 1. The student will restore or increase his ability to speak normally in any situation_____
_____
_____.

_____ 2. The student will be able to achieve knowledge of the process of speaking_____
_____
_____.

_____ 3. The student will be able to achieve knowledge of the things he is doing that interfere with speaking_____
_____
_____.

_____ 4. The student will be able to achieve a reversal of those evaluations which motivate the reactions which are involved in his stuttering_____
_____
_____.

_____ 5. The student will be able to achieve necessary changes in the attitudes, beliefs, and feelings that affect the interpersonal relationships involved in speaking_____
_____
_____.

The clinician who uses this particular plan for stuttering therapy-will complete each objective in the following manner:

1. Complete the Testing Program as prescribed in Appendix II of the guide - pp. 180-184. (Case History-Appendix I p. 179).

2. Examine your role as described in Appendix III, pp. 185-188.

3. Prepare for parent counseling-Appendix IV, pp. 189-191.

4. Conference with Principal and Teacher-Appendix V and VI, pp. 192-194.

5. Review list of suggested materials - Appendix VII p. 195.

6. Place the student in the appropriate program depending on age experiences necessary, and observed depth of the problem.

   EX. Part I - Therapies for the Primary Group
   pp. 13-73

   Part II - Therapies for the Intermediate Group
   pp. 77-130

   Part III - Therapies for the Advanced Group
   pp. 133-175

7. As you begin to achieve student success in your therapy program, relate the student success to the appropirate behavioral objective by completing the blank lines.

   EX: ..... as evidenced by his/her satisfactory completion of Therapies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10- pp. 13-42.

TONGUE THRUST

Some clinicians who work in Pinellas County Schools have experienced success in tongue thrust therapy. The program is not used by all, but is provided because some clinicians desire to use it, and is a program based on individual choice.

REFERENCE:

Impressions of a Unified Approach to Tongue-Thrust Problems

Joseph A. Fitzpatric, Ph.D.

Jerry M. Long, DDS, M.S.

George W. Newberr, M.A.

St. Louis University
Department of Continuing Dental Education

Compiled by

Kelmio King Bigelow

For

EDS-598
Dr. C.E. Webb
June, 1968

TONGUE THRUST - ACCOUNTABILITY PLAN

Terminal Objective

The student will be able to produce a standard swallow at the end of _____/_____ minute sessions as evidenced by consistent parent involvement, consistent home practice, and orthodontic consultations.

DATE ACHIEVED	SPECIFIC OBJECTIVES
_____	1. The student will be able to recognize the difference between a standard swallow and reverse swallow _____/_____ times.
_____	2. The student will be able to keep the tongue tip up against the roof of the mouth and teeth together _____/_____ times.
_____	3. The student will be able to keep the middle third of his tongue up against the roof of his mouth _____/_____ times.
_____	4. The student will be able to keep his tongue at the rest position _____/_____times.
_____	5. The student will be able to find the spot positions with his tongue_____/_____times.
_____	6. The student will be able to produce a CHA swallow _____/_____ times.
_____	7. The student will be able to produce a KICK swallow _____/_____ times.
_____	8. The student will have a standard swallow in place of a reverse swallow consistently _____/_____ times.

MATERIALS

_____ Elastic Bands
_____ Tongue Blades
_____ Life Savers
_____ Water
_____ Mirror
_____ Glass
_____ Ditto Sheets
_____ Other
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

METHODS

_____ Tongue Exercises
_____ a. Tongue Pops
_____ b. Slurp
_____ c. "CHOO" Exercises
_____ Tongue Placement
_____ Sound Drills T.K.G.NG.
_____ Syllable Drills T.K.G.NG.
_____ Word Drills T.K.G.NG.
_____ Yawning
_____ Gargling
_____ Home Drills
_____ Rest Drills
_____ Other_____
_____ _____
_____ _____
_____ _____

EXERCISES FOR

TONGUE THRUST

Please remember, keep your lips apart. Lips must never be closed for any exercise during the next 6 or 7 weeks!

You have only one exercise to do this week, but it is important that you do it exactly as you were shown. Place elastic on tip of tongue in proper position, then slowly lift tongue until elastic is pressed against the correct spot behind your upper gums. LET SOMEONE CHECK to be sure it is in the right place. If it is, then:

1. Bite your BACK TEETH together.
2. Notice that ELASTIC is still in place.
3. "SLURP" and SWALLOW.
4. Stick your tongue out to show that the band is still in place.

TAKE TIME to think of each step, for each one must be correct.

Once today, and do only six swallows.

Tomorrow and the next day, twice each day, 6 swallows each time.

After that, no less than 3 times each day (at least two hours between sessions) and do 12 swallows each time.

CHECK THE REST POSITION!

GOOD LUCK!

This week, you have THREE exercises to practice:

1. POP your tongue as often as you can. Remember, go slowly, suck up on your tongue and pull down HARD. We need to make it loudly, not rapidly.

2. Practice the CHA swallow 3 times every day. Do 12 swallows each time. Remember the pattern on your fingers:

CHA-CHA-CHA, rest

CHA-Slurp and Swallow

Do the last 10 swallows each time with only one CHA, as soon as you are able. GO BACK to the long way if your tongue peeks out. It will stay up if you say "cha" HARD and FAST.

3. Practice CHOO each time after the swallows. Put your finger tips on your jaws, bite until you feel the muscle jump out, hold tightly and say "choo" HARD. Do this 6 times.

Show me how well you can do these on your next visit.

The following exercises are to be done no less than THREE TIMES each day:

1. Practice the CHA swallow and CHOO exercise alternating 12 CHAS with 12 CHOOS.

2. Practice 12 KICK swallows. KICK swallows are easy if you lie on your back, keep your mouth open and relax. Just for "KICKS" try some this way every day to get the feel of the KICK swallow. Then watch yourself in a mirror and practice.

3. "Pucker whistle" often during the day. Work on a tune!

The night before your next visit, try the complete new swallow on a treat.

1. Teeth together like CHOO.
2. Lips apart.
3. Front of tongue up like CHA.
4. Remember the feel of KICK swallows and pull the back of tongue into that position.
5. Suck up on tongue as you did when you POPPED your tongue.
6. SWALLOW!

Lips must not go together, no tongue may peek out. Do not "slurp" but suck up and back on your tongue.

TRIPLE CHECK THE REST POSITION! ! !

1. Make a "REMINDER SIGN".
2. Eat ONE MEAL each day with the new swallow. Lips together to chew and apart when you swallow.
3. Drink ALL LIQUIDS sip by sip.

Please practice these words while your parents listen. Say each word SLOWLY, and FEEL what your tongue does:

TURN, TRILL, TREAT, TRAIN, TOOL, LEAN LOAD, LATE, LIT, DONE, DOT, DUTY, MIGHT, NOTE.

Also practice K's (Make the K sounds HARD):
Ka, Ke, Ki, Ko, Ku. Ache, Eek, Ike, Oak, Ickey. Repeat K as in K-K-K-Katie, Kick, etc.

Then with G: Gay, Guy, Go, Egg, Igg, Agg, Ugh, Hog, Hag, Heg, Hug.

Now with NG, making the sound go a LONG time: Hung, Hang, Hong Kong, King, Kong, Ring, Rang, Rung.

Practice YAWNING: notice how it feels in your throat. Once each day, WATCH yourself yawn in a mirror.

GARGLE every day when you brush your teeth. Make this a habit.

Remember, only YOU can do the exercises, and by now you have guessed - check the REST.

You have made a "reminder sing", USE it, WATCH it, and THINK about it. This week, you must try to eat EVERY bite with the new swallow.

Remember - KEEP YOUR LIPS APART for each swallow.

Drink ALL LIQUIDS the new fast way, but KEEP TEETH CLOSED TIGHTLY, with tongue held up in front.

Continue the GARGLE each time you brush your teeth.

Once each day, look in mirror and practice moving your SOFT PALATE up and down. Practice MORE than once daily if palate does not move easily. It must go up and down at least six times, without stopping to rest, before you return next time.

Once each day, repeat the words, making EACH sound SLOWLY: TREAT, TIGHT, TOOT, TROT, TRIED, TOAD, LEAD, LIT, LATE, LIGHT, LOAD, LAD, KNIT, NET, NIGHT, NOTE, NOD, DATE, DID, DOT.

Make the K and G sounds HARD: Ka, Ke, Ki, Ko, Ku, Ache, Eek, Ike, Oak, Ickey, Guy, Gay, Go, Egg, Igg, Agg, Ugh, Hog, Hag, Heg, Hug.

The following exercises will help make your new swallow a HABIT. It will NOT become a habit until these are completed:

1. Continue to GARGLE every time you brush your teeth until you return for a final check.

2. Keep your LIPS APART for one more week each time you swallow, EXCEPT when you are away from home. The SECOND week, keep your lips apart for one meal each day.

3. Exercise your SOFT PALATE once each day for one week. Make it go up and down at least six times.

4. Do your night time swallows just before sleep for at least eight consecutive nights. Do eight to ten swallows. Do your best to have the new swallow as the last thing on your mind as you go to sleep.

These things will only help if they are done NOW. Don't put them off until next week!

The "REST" is up to you!

VOICE OBJECTIVES

RESOURCE BOOK:

"The Voice and Voice Therapy"
Daniel R. Boone

Prentice-Hall Inc.
Englewood Cliffs, New Jersey
1971

Objectives Developed By:

Sheryll Amsden - Speech Clinician
Nancy VanWyck - Speech Clinician
Pinellas County Schools

ACCOUNTABILITY PLAN FOR VOICE THERAPY

Terminal Objective

The student will be able to produce a subjectively evaluated normal speaking voice at the end of_____out of_____minute therapy sessions.

DATE ACHIEVED | SPECIFIC OBJECTIVES

PITCH

_____ 1. The student will be able to produce a sustained phonation at a subjectively evaluated normal pitch_____out of _____times.

_____ 2. The student will be able to produce a subjectively evaluated normal pitch in words _____/_____times.

_____ 3. The student will be able to produce a subjectively evaluated normal pitch in sentences_____/_____times.

_____ 4. The student will be able to produce a subjectively evaluated normal pitch in structured speaking situations_____/ _____times.

_____ 5. The student will be able to produce a subjectively evaluated normal pitch in carry-over activities as judged by parents, teachers and peers.

OTHER OBJECTIVES

_____ 6. _____

_____

_____

_____ _____

_____

_____

INTENSITY

_____ 1. The student will be able to produce a sustained phonation at a subjectively evaluated normal intensity_____/___ times.

_____ 2. The student will be able to produce a subjectively evaluated normal intensity in words _____/_____ times.

_____ 3. The student will be able to produce a subjectively evaluated normal intnesity in sentences_____/_____times.

_____ 4. The student will be able to produce a subjectively evaluated normal intnesity in structured speaking situations_____/ _____times.

5. The student will be able to produce sa subjectively evaluated normal intensity in carry-over activities as judged by parents, teachers and peers.

OTHER OBJECTIVES

6. _____

_____

_____

7. _____

_____

_____

QUALITY

1. The student will be able to produce a sustained phonation at a subjectively evaluated normal quality_____/_____times.
2. The student will be able to produce a subjectively evaluated normal quality in words_____/_____times.
3. The student will be able to produce a subjectively evaluated normal quality in sentences_____/_____times.
4. The student will be able to produce a subjectively evaluated normal quality in structured speaking situations_____/_____times.
5. The student will be able to produce a subjectively evaluated normal quality in carry-over activities as judged by parents, peers, and teachers.

OTHER OBJECTIVES

6. _____

_____

_____

7. _____

_____

_____

Forms to be used for individual clinician's objecti·e writing.

ACCOUNTABILITY PLAN

Student_____Grade_____Group or Individual_____

School_____Teacher_____

Date of Birth_____No. in group_____Beginning Date_____

Measurable - Behavioral Objective

List Specific Objectives:

List Methods and Materials:

Objective Achieved____Not Achieved____

Date_____Clinician_____

EVALUATION-RECOMMENDATIONS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Objectives completed_____

Objectives not completed_____

(✓) Appropriate Policy

_____ a. Correction has returned to normal and is expected to remain normal.

_____ b. Other problems appear primary to speech problems.

_____ c. Speech remains normal only with continuous, intense stimulation.

_____ d. Maximum benefit has been made and no more progress is ever expected.

_____ e. Maximum benefit has been made for the time being, but more might be made later-dismiss and follow-up.

_____ f. Spontaneous improvement to normal is expected-dismiss and follow-up.

_____ g. Improvement is never expected-counsel family and dismiss.

_____ h. Student moved within the county and clinician at the child's new school has been contacted.

_____ i. Student moved out of county or state. Hold records for one month. If no request comes from another district, dismiss and send records to central office.

_____ _____

Clinician's Signature Date Dismissed